

C-SAIL PRODUCTS, AS OF MAY 2022

JOURNAL ARTICLES

1. Nichols, P., Desimone, L., & Edgerton, A. (in press). The “new” standards-based reform: How is it similar and different than previous waves of reform? *American Journal of Education*.
2. Atkinson, D., Garet, M., Smith, T., & Song, M. (forthcoming) The validity of measures of instructional alignment with state standards based on Surveys of Enacted Curriculum. *AERA Open*.
3. Edgerton, A.K., Desimone, L.M., Harkin, J. (forthcoming). Appropriate and useful: Principal attitudes towards K-12 standards and policies. *Teachers College Record*.
4. Flores, N. & Lewis, M. (2022). ‘False positives’, ‘re-entry programs’ and ‘long term English learners’: Undoing dichotomous frames in US language education policy. *Equity & Excellence in Education*. Published online before print.
5. Song, M., Garet, M., Yang, R., & Atkinson, D. (2022). Did states’ adoption of more rigorous standards lead to improved student achievement? Evidence from a comparative interrupted time series study of standards-based reform. *American Educational Research Journal*, 59(3), 610–647.
6. Pak, K., McLaughlin, J., Saldivar Zimmerman, E., & Desimone, L.M. (2021). “Boots on the ground”: The authority-power dynamic of regional service centers in the standards era. *Journal of Educational Policy*, 29, 31.
7. Pak, K., Polikoff, M.S., Desimone, L. M., & Garcia Saldivar, E. (2020). The adaptive challenges of curriculum implementation. *AERA Open*, 6(2).
8. Pak, K., Desimone, L.M., & Parsons, A. (2020). An integrative approach to professional development to support college- and career- readiness standards. Submitted to Educational Policy Analysis Archives, 28(111).
9. Nichols, T. P., Edgerton, A. K., & Desimone, L. M. (forthcoming). “Smart power” in standards implementation after No Child Left Behind. *American Journal of Education*.
10. Polikoff, M. S., Gasparian, H., Korn, S., Gamboa, M., Porter, A. C., Smith, T., & Garet, M. S. (2020). Flexibly using the Surveys of Enacted Curriculum to study alignment. *Educational Measurement: Issues and Practice*, 39(2), 38-47.
11. Edgerton, A. K., Fuchs, D., & Fuchs, L. (2020). New standards and old divides: Policy attitudes about college- and career-ready standards for students with disabilities. *Teachers College Record*, 122(1). Submitted to ERIC.
12. Edgerton, A. K. (2019). The essence of ESSA: More control at the district level? *Phi Delta Kappan*, 101(2), 14-17. EJ1229541
13. Desimone, L. M., Stornaiuolo, A., Flores, N., Pak, K., Edgerton, A. K., Nichols, T. P., Plummer, E., & Porter, A. (2019). Successes and challenges of the “new” college- and career-ready standards: Seven implementation trends. *Educational Researcher*, 48(3), 167-178. ED595719

14. Edgerton, A. K. (2019). Learning From Standards Deviations: Three Dimensions for Building Education Policies That Last. *American Educational Research Journal*. Advanced online publication. doi:10.3102/0002831219876566. ED598544
15. Edgerton, A. K., & Desimone L. M. (2019). Mind the Gaps: Differences in How Teachers, Principals, and Districts Experience College- and Career-Readiness Policies. *American Journal of Education* 125(4). EJ1223296
16. Pak, K., & Desimone, L. (2019). How Do States Implement College- and Career-Readiness Standards? A Distributed Leadership Analysis of Standards-Based Reform. *Educational Administrative Quarterly*, 55(3), 447-476. EJ1220930
17. Polikoff, M. S., Gasparian, H., Korn, S., Gamboa, M., Porter, A. C., Smith, T., & Garet, M. S. (2019). Flexibly using the Surveys of Enacted Curriculum to study alignment. *Educational Measurement: Issues and Practice*. Advance online publication. doi:10.1111/emip.12292.
18. Edgerton, A. K., & Desimone, L. M. (2018). Teacher implementation of college- and career-readiness standards: Links among policy, instruction, challenges, and resources. *AERA Open*, 4(5), 1-22. EJ1210488
19. Desimone, L.M., & Pak, K. (2017). Instructional coaching as high-quality professional development. *Theory Into Practice*, 56(1), 3-12.

JOURNAL SUBMISSIONS

1. Comstock, M., Edgerton, A., & Desimone, L.M. (in review). From Authority to Adaptive Specificity: The Evolution of Standards-Based Reform Implementation in Two States.
2. Flores, N. & Saldivar-García, E. & Edgerton, A. (under review). Authoritative specificity in English learner accountability policies: Conceptualizing a national role within a context of local control. Educational Policy Analysis Archives.
3. Pak, K. & Nichols, P. (under review). Leading from the center: Districts as sites of negotiation in implementing state standards. Submitted to *Educational Management Administration and Leadership*.
4. Smith, T., Garet, M., Song, M., Atkinson, D., & Porter, A. (under review after resubmission) The impact of a virtual coaching program to improve instructional alignment to state standards. Manuscript revised and resubmitted to the *Journal of Research on Educational Effectiveness*.
5. Stornaiuolo, A., Desimone, L.M., & Polikoff, M. (in review). "The Good Struggle" of Flexible Specificity: Districts Balancing Specific Guidance with Autonomy to Support Standards-Based Instruction. *American Education Research Journal*.

C-SAIL REPORTS

1. Edgerton, A. K., & Desimone, L.M. (2018). *Year 1 State Report: California*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.
2. Desimone, L. M., Edgerton, A. K., & Yang, R. (2017). *Standards Implementation in Ohio: Local Perspectives on Policy, Challenges, Resources, and Instruction*. Philadelphia: The Center on Standards, Alignment, Instruction, and Learning.

3. Edgerton, A. K., & Desimone, L.M. (2017). *Standards Implementation in Kentucky: Local Perspectives on Policy, Challenges, Resources, and Instruction*. Philadelphia: The Center on Standards, Alignment, Instruction, and Learning.
4. Edgerton, A. K., & Desimone, L.M. (2017). *Teacher Implementation of College and Career-Ready Standards: Challenges & Resources*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.
5. Edgerton, A. K., Desimone, L. M., & Yang, R. (2017). *Standards Implementation in Texas: Local Perspectives on Policy, Challenges, Resources, and Instruction*. Philadelphia: The Center on Standards, Alignment, Instruction, and Learning.
6. Flores, N., with Nichols, T. P., Pak, K., Plummer, E., Stornaiuolo, A. & Desimone, L. M. (2017). *Year 1 State Report: Texas*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.
7. Nichols, T. P., & Plummer, E. *, with Flores, N., Pak, K., Stornaiuolo, A., & Desimone, L. M. (2017). *Year 1 State Report: Massachusetts*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning. (*Lead authors in alphabetical order).
8. Pak, K., with Flores, N., Nichols, T. P., Plummer, E., Stornaiuolo, A., & Desimone, L. M. (2017). *Year 1 State Report: Kentucky*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.
9. Stornaiuolo, A., with Flores, N., Nichols, T. P., Pak, K., Plummer, E., & Desimone, L. M. (2017). *Year 1 State Report: Ohio*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.
10. Edgerton, A., Polikoff, M., & Desimone, L. (2017). How is policy affecting classroom instruction? *Evidence Speaks Reports*, 2(14).

C-SAIL BRIEFS

1. Smith, T., Garet, M., Song, M., Atkinson, D., & Porter, A. (June 2021). *The impact of a virtual coaching program to improve instructional alignment to state standards*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.
2. Atkinson, D., Garet, M., Smith, T., & Song, M. (June 2021). *The validity of measures of instructional alignment with state standards based on Surveys of Enacted Curriculum*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.
3. C-SAIL. (2020). *Implementing College- and Career-Readiness Standards for English Learners (ELs): Challenges, Insights, and Innovations*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.
4. C-SAIL. (2019). *Common Challenges to Implementing College- and Career-Readiness Standards*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.
5. C-SAIL. (2019). *How the Common Core lives: Success and challenges of the “new” college- and career-readiness standards*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.

6. C-SAIL. (2019). *Implementation of Massachusetts Curriculum Framework in English language arts and math: Insights, innovations, and challenges in six districts*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.
7. C-SAIL. (2019). *Implementation of California's Learning Standards in English language arts and math: Insights, innovations, and challenges in six districts*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.
8. C-SAIL. (2018). *Implementation of Kentucky's Learning Standards in English language arts and math: Insights, innovations, and challenges in six districts*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.
9. C-SAIL. (2018). *Implementation of Ohio's Learning Standards in English language arts and math: Insights, innovations, and challenges in six districts*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.
10. C-SAIL. (2018). *Implementation of Texas's Learning Standards in English language arts and math: Insights, innovations, and challenges in six districts*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.
11. Pak, K. (2018). *Overview of C-SAIL's Year 1 and 2 Implementation Study Findings*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.

IN DEVELOPMENT

1. Korn, S., Comstock, M., & Edgerton, A. K. *Who's in charge? A five-state study of "local control."*
2. Saldivar Garcia, E., Pak, K., Korn, S., & Flores, N. *Examining productions of difference: Inclusion discourses and practices for English learners and students with disabilities.*
3. Stornaiuolo, A., & Nichols, P. "Drowning in data": *A district's efforts to develop data literacy at scale.*
4. Edgerton, A. K., Garcia, E., & Flores, N. *English learner education in the era of ESSA: A three-state comparison of teacher preparedness.*

CONFERENCE PAPERS

1. Song, M., Young, R., & Garet, M. (2019). *Effects of states' adoption of college- and career-ready standards on student achievement*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada, April, 2019.
2. Edgerton, A. K., Garcia, E., & Flores, N. (2019, April). *English learner education in the era of ESSA: A three-state comparison of teacher preparedness*. Paper presented at the annual meeting of the American Educational Research Association. Toronto, ON.
3. Desimone, L. M., Edgerton, A. K., Flores, N., Nichols, T. P., Pak, K., Plummer, E., & Stornaiuolo, A. (2018, April). *Implementation of college and career readiness standards: Themes across three states*. Paper presented at the annual meeting of AERA. New York, NY.
4. Desimone, L. M., & Edgerton, A. K. (2018, April). *Mind the gaps: District, principal and teacher policy environments in Texas, Ohio and Kentucky*. Paper presented at the annual meeting of AERA. New York, NY.

5. Edgerton, A. K. (2018, April). *Nostalgic Triggers: Predicting Teacher Support for New College- and Career-Readiness Standards*. Paper presented at the annual meeting of AERA. New York: NY.
6. Edgerton, A. K., & Desimone, L. M. (2018, April). *Teacher Implementation of College -and Career-Readiness Standards: Links among Policy, Instruction, Challenges and Resources*. Paper presented at the annual meeting of AERA. New York, NY.
7. Flores, N. (2018, April). *Authoritative specificity: Toward a new framework for ELL accountability*. Paper presented at the annual meeting of AERA. New York, NY.
8. Fuchs, L.S., Fuchs, D., Seethaler, P.M., & Amelia Malone. (2018). *The Challenges and opportunities of college- and career-ready standards for students with disabilities*. Paper presented at the annual international meeting of the Council for Exceptional Children. Tampa.
9. Flores, N. (2017, April). *“We leave it to the district”: Meeting the needs of ELs in standards-based reform*. Paper presented at the annual meeting of AERA. San Antonio: TX.
10. Pak, K., & Desimone, L. M. (2017, April). *State and local agency roles in supporting new college and career readiness standards: Perspectives on leadership*. Paper presented at the annual meeting of AERA. San Antonio: TX.
11. Pak, K., Edgerton, A., Song, M., & Desimone, L. M. (2017, April). *Implementation of college and career readiness standards: A 50-state comparison*. Paper presented at the annual meeting of AERA. San Antonio: TX.
12. Pak, K. (2018, April). *Leading from the Center: Central Office Roles in a Policy Era of College and Career Readiness Standards*. Paper presented at the annual meeting of AERA. New York: NY.
13. Song, M., Yang, R. & Garet, M. S. (2017, April). *Early effects of states’ adoption of college and career-ready standards on student achievement*. Paper presented at the annual meeting of AERA. San Antonio: TX.
14. Stornaiuolo, A., Nichols, T. P., Plummer, E. (2016, June). *Tracing ‘21st century literacies’ in college and career ready state standards: A multi-state scalar analysis*. Paper presented at the annual meeting of the Literacy Research Association (LRA). Nashville, TN.

PRESENTATIONS

1. Flores, N., & Edgerton, A. K. (2019, October). *Rural populations, lessons from a research study*. Presented at the 2019 Fall Meeting of the Council of Chief State School Officers. Minneapolis, MN.
2. Porter, A. (2018, April). *College- and Career-Readiness Standards Implementation at the National, State, District, and Classroom Levels*. Symposium presented at the annual meeting of AERA. New York: NY.
3. Desimone, L. M., Edgerton, A. K., & Flores, N. (2018, February). *How Teachers are Implementing College- and Career-Ready Standards: Lessons for State Boards*. Webinar presented as part of NASBE webinar series. Online.
<http://www.nasbe.org/webinar/how-teachers-are-implementing-the-college-and-career-ready-standards-lessons-for-state-boards/>

4. Edgerton, A. K., Desimone, L.M. & Porter, A. (2017, July). *Comparing principal and teacher attitudes towards new standards*. Presented at the National Principals Conference. Philadelphia, PA.